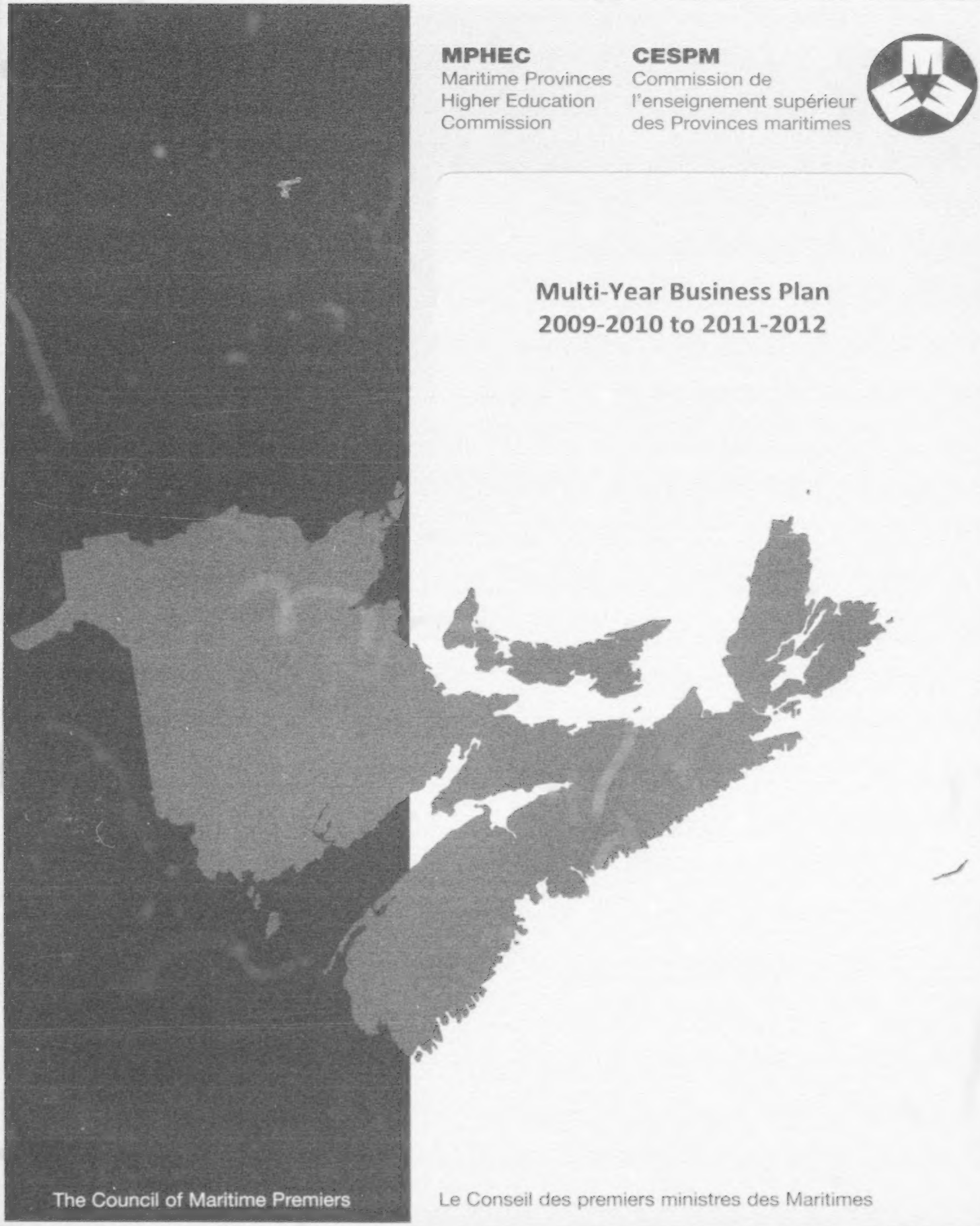
MPHEC
Maritime Provinces
Higher Education
Commission

CESPM
Commission de
l'enseignement supérieur
des Provinces maritimes

Multi-Year Business Plan
2009-2010 to 2011-2012



The Council of Maritime Premiers

Le Conseil des premiers ministres des Maritimes

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MPHEC Mission

As an agency of the Council of Maritime Premiers that provides advice to Ministers responsible for Post-Secondary Education in the Maritimes, the Maritime Provinces Higher Education Commission:

Assists institutions and governments in enhancing a post-secondary learning environment that reflects the following values:

- **Quality:** continuous improvement in the quality of programs, institutional practices, and teaching.
- **Accessibility:** program, delivery, and support services that optimize post-secondary education availability.
- **Mobility:** portability of learning and credits throughout the Post-Secondary Education system in the Maritimes.
- **Relevance:** effective and responsive interaction among learners, the work force, and the community.
- **Accountability:** evidence of value, sustainability, and cost-effectiveness of public and learner investment.
- **Scholarship and Research:** commitment to the pursuit of knowledge.

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Maritime Provinces Higher Education Commission
Multi-Year Business Plan 2009-2010 to 2011-2012

Executive Summary

The Commission's fourth *Multi-Year Business Plan* is intended to provide stakeholders with an understanding of the Commission's role, focus and priorities during the next three fiscal years (2009-2010 to 2011-2012).

In January 2005, the **new Maritime Provinces Higher Education Commission Act** was proclaimed and defines the MPHEC's primary orientation as "improving and maintaining the best possible service to students as life-long learners", primarily within the university sector. Appendix 1 presents the Commission's legislation.

The MPHEC has agreed that, because it does not have direct contact with learners, the best way to achieve its primary orientation is by providing assistance to institutions and governments in enhancing the post-secondary learning environment. This is to be achieved through the **following (legislated) duties: quality assurance**, **data and information**, **cooperative action** and **regional programs**, as well as other duties as the Ministers may assign. The MPHEC is also given the authority **to provide specific services to one or more provinces or institutions**, within its scope of activity and with regards to funding policy, as agreed to by the Ministers responsible for post-secondary education, to which the MPHEC is accountable. The Commission's composition and operational framework create a unique forum for post-secondary education in the region, as evidenced by Appendix 2, listing all current Commission and committee members.

The Commission's external environment is characterized by a variety of stakeholder groups expressing different and often conflicting expectations; a diversified group of institutions within its scope; three governments with differing agendas and for whom the Commission performs different roles; and dispersed decision-making (across institutions and governments). **The Commission is undertaking, at the time of finalizing this Business Plan, a large-scale consultation process involving all governments and stakeholders, focusing primarily on two functions: quality assurance and data and research. The objective is to enhance the alignment between legislated mandate, varied and changing expectations, and workplan/ resources.**

Over the period, the Commission's mission will continue to be articulated primarily through **the sustained production of value-adding information outputs across all mandated functions**. This strategic priority crosses all mandated functions, and is most evident in two main spheres of activity: quality assurance and data and information. **A heavier emphasis will be placed on joining data and education quality by working on the development of measures aimed at the enhancement of the educational process.**

The scope of the MPHEC is defined by the institutions identified by governments through regulation. There are currently eighteen post-secondary institutions within the scope of the MPHEC, sixteen of which are publicly-funded universities with total enrolment, in 2008-2009 (final audited data), of 69,135 students enrolled (23,538 in New Brunswick, 41,676 in Nova Scotia and 3,921 in Prince Edward Island). Of the 18 institutions, a few offer college-level or technology-based certificate and diploma programs in addition to degree programs, while one offers solely non-degree program. While the MPHEC assesses, at the request of a Minister, new programs and new institutions wanting to obtain the authority to grant degrees, the MPHEC does not assess any degrees offered by religious institutions such as Atlantic Baptist University, nor is it charged with the assessment of degree programs offered by Holland College. **The Commission is of the view that its quality assurance mandate should, at a minimum, cover the mandatory assessment of any and all degree programs to ensure consistency and a level-playing field for all involved, as well as the compliance with established national and international standards.**

Quality assurance, as a duty, is carried out primarily through two major instruments: (1) the review of academic programs prior to implementation; and (2) the monitoring of institutional quality assurance policies and procedures. When combined, both instruments

ensure a continuum of quality: the program review process provides assurances to government, students, employers and the public-at-large that programs offered by publicly funded universities in the Maritimes meet established standards of quality prior to implementation; and the monitoring process provides assurances that Maritime universities have effective quality assurance policies and procedures in place to ensure that programs, once implemented, are reviewed internally and externally to provide continuous quality improvements. It should be noted that as a result of the direction provided by the Ministers, the MPHEC's work in quality assurance only applies to publicly-funded universities within its scope (Holland College and the Maritime College of Forest Technology are excluded). In addition, **while historically the issue of unwarranted program duplication was central when the Commission considered proposals for new programs, the 2005 MPHEC Act provides no ground to allow duplication to be a central issue. As such, the Commission has determined that it could only flag the fact that a program reflected apparent unwarranted duplication for governments' information.**

The data and information function, which crosses all its mandated functions, aims to provide decision-makers with both accountability measures pertaining to the institutions within our scope and better information to assist in decision-making and to support the enhancement of the education process. The initiatives taken under this function also increase awareness of, and dialogue on, Maritime post-secondary education issues and opportunities, both in the Maritimes and nationally. **The next stage will be to produce truly longitudinal analyses, where one can follow the individual student from year to year, institution to institution. This work has just begun. It will provide several measures of quality and system responsiveness as determined by student persistence, and success, as well as inter-program and inter-institutional mobility patterns. This drive for measures goes beyond notions of league tables and a narrow definition of accountability; the measures envisaged are meant to enhance the quality of the educational process and support its ongoing improvement, which clearly is the MPHEC's primary orientation. While this project will not aim as high as defining quality, the fact is that certain dimensions of quality can and should be measured.**

The list of deliverables planned for the period, which can be found in Appendix 3, is organized along eight key objectives pursued by the Commission and fleshes out with some detail the Commission's workplan.

The Commission's workplan is ambitious and will be realized with limited resources. Its base includes 12 FTE, and an annual allocation of $1,275,596 (in fiscal 2008-2009). **Increases to this base are required to maintain operations at current levels and continue to meet governments and stakeholders' expectations.**

The resources required to meet the Commission's deliverables over the planning period are detailed in the "Resource Required" section of the document. Three key issues are identified in this section: 1) continuing to obtain funding to cover cost-of-living increases and pension plan annual special payment increases relating to salaries and benefits; 2) the notion of moving beyond 0% base budgeting to reflect real increases in operating costs (rent and equipment to name two) incurred over the last decade; and 3) obtaining base funding for the Graduate Follow-up Survey Program. The detailed Financial Requirements can be found in Appendix 4.

The Maritime Provinces Higher Education Commission, its membership, scope, functions, as well as current and planned activities, along with the required resource base are described in the Business Plan. The great flexibility the Ministers built in the MPHEC's renewed mandate is highlighted throughout. A decade ago, as the Ministers were considering whether and how to renew the Commission's mandate, many institutions expressed significant reservations towards the notion of an arm's length body charged with, among other things, quality assurance and data and information. These activities were perceived to be completely under the authority of the institutions as autonomous bodies. Over time, the Commission's approach and guidelines have won broad acceptance in most, if not all institutions, and have brought about significant change in the system. This business plan underscores the fact that the MPHEC's mandate as defined in the 2005 Act, while continuously evolving, is now fully implemented; and the upcoming period will be one where we will build on the significant foundation established during the implementation period.

1. Introduction

This is the Commission's ***fourth Multi-Year Business Plan***. It is intended to provide stakeholders with an understanding of the Commission's role, focus and priorities during the next three fiscal years (2009-2010 to 2011-2012). The Business Plan starts by describing the Commission's Mandate and Operational Framework; moves on to its Strategic Framework which describes both its keys strengths and the key challenges presented by the environment; and then concludes with an Implementation Plan.

2. The MPHEC's Mandate and Operational Framework

Mandate

In January 2005, the ***new Maritime Provinces Higher Education Commission Act*** was proclaimed, giving full force to the MPHEC's renewed mandate. Under the 2005 legislation, the MPHEC's primary orientation is defined as "improving and maintaining the best possible service to students as life-long learners", primarily within the university sector. The MPHEC has agreed that, because it does not have direct contact with learners, the best way to achieve its primary orientation is by providing assistance to institutions and governments in enhancing the post-secondary learning environment. This is to be achieved through the following (legislated) duties: quality assurance, data and information, cooperative action and regional programs, as well as other duties as the Ministers may assign. The MPHEC is also given the authority to provide specific services to one or more provinces or institutions, within its scope of activity and with regards to funding policy, as agreed to by the Ministers responsible for post-secondary education, to which the MPHEC is accountable. Appendix 1 presents the Commission's legislation.

Operational Framework

The Commission includes a collective of 20 voting members, as appointed by the Ministers responsible for post-secondary education, and the Chief Executive Officer as an ex-officio non-voting member (who is recruited by the Commission and appointed by the Ministers), the committees established by the Commission (which include, as required, a combination of Commission members and representatives from stakeholder groups - primarily institutions and governments) and staff. The 2005 Act defines the membership of the Commission. Representation covers the three Maritime Provinces and all major stakeholders from each of these provinces, including governments, post-secondary institutions and the public-at-large. Each of these members brings a unique perspective to the Commission. At least two members are students (within the public-at-large category). Appendix 2 provides the list of current MPHEC members.

When considering the MPHEC'S broader operational framework, three of the MPHEC's key committees are joint committees with the Association of Atlantic Universities (AAU), in terms of their membership, while one (NB/PEI ECN) depends nearly entirely on the institutions for membership (one seat being assigned to MPHEC staff). Appendix 2 lists all the individuals currently formally associated with the organization through membership on the Commission or its Committees. A full description of the Commission's governance structure can be found on the Commission's website.

The MPHEC's resource base (total of 12 FTE) was also confirmed in 2005. At this time, the Commission has on-staff expertise in the following areas: data collection/management, data analysis, academic program review, finance, project management and event organization. Staff is responsible for most of

the Commission's day-to-day activities, under direction from the Commission and the advisory committees, and provides support to the Commission and these committees. The section on the Implementation Plan provides more detail on the resources required to realize this Business Plan.

Scope

The scope of the MPHEC is defined by the institutions identified by governments through regulation. There are currently eighteen post-secondary institutions within the scope of the MPHEC, sixteen of which are publicly-funded universities with total enrolment, in 2008-2009 (final audited data), of 69,135 students enrolled (23,538 in New Brunswick, 41,676 in Nova Scotia and 3,921 in Prince Edward Island). Of these sixteen, one (Nova Scotia Agricultural College) also offers college-level or technology-based certificate and diploma programs in addition to degree programs. Of the remaining two institutions, both (Holland College in Prince Edward Island, and the Maritime College of Forest Technology in New Brunswick) offer non-degree programs, while Holland College has received government approval to offer applied degrees (with which the MPHEC has no involvement). The institutions within the MPHEC's scope are therefore quite diverse, reflecting both the adaptability of the organization and the varying needs of the Provinces.

3. Strategic Framework

The provision of value-adding and policy-relevant data and information products is a crucial objective under the Commission's current mission to "...assist institutions and governments in enhancing the post-secondary learning environment..." As an organization, the Commission has been making progress in recent years to transition from a data clearinghouse to a provider of valuable research and knowledge. This transition has included going beyond descriptive analyses of data to producing in-depth analytical studies. This focus touches on all Commission functions, from data and information, to quality assurance. Key aspects in this transition include identifying the information needs of stakeholders, identifying and cataloguing data and knowledge resources, both internal and external, that could be deployed to support decision-making in the region. As part of the transition, the MPHEC is striving to make full and efficient use of internal resources, while working cooperatively with its primary stakeholders.

The Commission's mission, to assist institutions and governments in enhancing the post-secondary learning environment, will continue to be articulated primarily through the sustained production of value-adding and policy-relevant information outputs across all mandated functions. This strategic priority continues to be the best way for the Commission to assist institutions and governments in improving and maintaining the best possible service to students as life-long learners. It crosses all mandated functions, and is most evident in two main spheres of activity: Quality Assurance and Data and Information. ***Over the period, a heavier emphasis will be placed on joining data and quality by working on the development of measures aimed at the enhancement of the educational process.*** Our project on measures of students' outcomes is the first phase reflecting this renewed emphasis.

Keys to our success

Collaboration

The Commission places high importance on collaboration and on the voices and needs of its various stakeholders. It holds regular meetings with a variety of stakeholders. Most of the work undertaken by the MPHEC is achieved through collaboration with institutions and governments, and all of the MPHEC's data collection activity, as well as most of its research program, depend on it. The Commission's role in

quality assurance requires the participation of institutions in diverse ways. Whether it be developing a region-specific Degree Level Qualifications Framework, obtaining graduate contact information to conduct follow-up surveys or devising a measure of persistence using collected PSIS data, institutions are key partners, as are the three maritime provincial governments who fund the organization and the majority of its projects. The MPHEC's operational framework also depends on this collaborative input. Its limited resources are leveraged as it draws on, and utilizes, the expertise available in the region, and vice-versa.

Our organization

The Commission's membership is one of its greatest assets, especially in dealing with stakeholders' expectations. The balance of membership supports a decision-making process that takes into account a regional and collective perspective. The MPHEC's operational framework also depends on this collaborative input. The Commission's composition and operational framework create a unique forum for post-secondary education in the region.

The Commission has built over the last decade significant expertise in a number of areas where many organizations need support: data collection and analysis, quality assurance, event organization and knowledge mobilisation, to name a few. The flow of information from staff to committee and Commission members and back is also one of the Commission's greatest assets. It allows committee and Commission members to benefit from the knowledge and expertise developed by staff, while staff benefit from a "sober second look" with a variety of perspectives. Because of both its expertise and operational framework, the organization is also called upon to manage large complex data collection projects and assist and support other organizations in this regard.

The result has been consistent quality outputs produced within approved budgets and with limited resources; these keys will continue to underpin the Commission's future successes.

Key challenge: varied expectations

The Commission's external environment is characterized by a variety of stakeholder groups expressing different and often conflicting expectations: a diversified group of institutions within its scope; three governments with differing agendas and for whom the Commission performs different roles; and dispersed decision-making (across institutions and governments). The Commission does not review, nor approve college-level programs. It assesses programs offered by the universities within its scope, and monitors how the universities assess and enhance their own quality. It assesses both institutions and programs when they are subject to the New Brunswick (and eventually the Nova Scotia) Degree Granting Act. Essentially, this means that all *new* degree providers and new degree programs will be assessed by the MPHEC in this region. Two notable exceptions exist: the MPHEC at this time does not assess degrees offered by religious institutions such as Atlantic Baptist University, nor is it charged with the assessment of degree programs offered by Holland College. ***The Commission is of the view that its quality assurance mandate should at a minimum cover the mandatory assessment of any and all degree programs to ensure consistency and a level-playing field for all involved, as well as the compliance with established national and international standards.***

The Commission collects detailed enrolment data from the universities within its scope, and, on behalf of Statistics Canada, college-level enrolment data which it does not validate, analyse, or disseminate, unless these college-level programs are offered by degree-granting institutions. Therefore, most of the work performed by the Commission is performed with sixteen institutions (one in PEI, four in NB and eleven in NS). Within these sixteen institutions, significant variation exists in terms of institutional context and size often requiring different approaches in order to fully recognize these differences. Each

of these institutions also expects the Commission's publications, analysis and advice to consider and reflect its specificity. Furthermore, within each institution, different constituencies will focus on different elements and expect the Commission's work to address all of these with sufficient detail (student groups and faculty associations, for example).

In the area of university funding, the Commission performs significantly more duties for New Brunswick and (albeit to a much lesser extent) Prince Edward Island, than for Nova Scotia. However, when considering its work in quality assurance (program review and approval, and the monitoring of institutional quality assurance policies and procedures for example) and data and information (collection and analysis of data), the eleven Nova Scotia institutions account for approximately 70% of the institutions within the Commission's scope, and therefore generate the most work in these areas.

From another perspective, each provincial government pursues its own agenda. As a case in point, the Commission on post-secondary education in New Brunswick (CPSENB), which made recommendations in a report released in September 2007 that could have lead to a complete overhaul of the Commission's mandate for that province. At the time of finalizing this business plan, the Province of New Brunswick had just released *The Action Plan to Transform Post-Secondary Education in New Brunswick*, its response to the CPSENB's recommendations. This Action Plan points clearly to the Commission in certain areas (building on the Commission's current mandate, expanding its scope to review selected college programs and formalizing the current role played by the Commission in assessing private institutions) to achieve the Province's objectives, while outlining other actions that will likely have an impact on the Commission's work, but in as-of-yet undetermined ways (review of funding formulae (the Commission still administers the NB university funding formula); the creation of a post-secondary agency; the expansion of graduate programming; the development of performance indicators, to name only those). As noted earlier, the MPHEC provides a number of services to New Brunswick that it does not provide to the other two provinces. These services will likely change as a result of this ambitious reform undertaken by the Province of New Brunswick. ***As the Province moves forward with the implementation of its Plan, the Commission will seek clarification on the Province's expectations of the organization and continue to actively offer its assistance to the Province in meetings its goals.***

The globalization of education is further compounding the above. From a quality assurance perspective, globalization raises issues from a least two perspectives. First, there is increasing pressure for quality assurance agencies to provide such assurances irrespective of the location the programs are offered. For example, the UNESCO/OECD *Guidelines for Quality Provision in Cross-Border Higher Education* outlines expectations that quality assurance agencies will ensure the quality of all offerings of the institutions under their scope. The Commission's role in ensuring the quality of offerings by institutions within its scope has been to date limited to offerings in the region. A second trend is the international pressure towards standardization of credentials. From a corporate perspective, the Commission is not different from many other organizations as the trend forces the organization to examine its work against national, and increasingly international, standards which is resource-intensive.

The Commission's environment is therefore characterized by dispersed decision-making centers, each with varied, and changing, expectations. This presents the challenge of managing these differences and ensuring that stakeholders hold realistic expectations. The Commission's role is in support of decision-making, by and within institutions, by and within governments, by students, and the primary way this is achieved is through the provision of value-added and policy-relevant information. Stakeholders are not obligated to use our findings, which are used (or not used) to varying degrees, and it requires considerable effort to identify the more common needs for research to ensure that the appropriate evidence is provided to the right stakeholders. ***The Commission is undertaking, at the time of finalizing this Business Plan, a large scale consultation process involving all governments and stakeholders,***

focusing primarily on two functions: quality assurance and data and research. The objective is to enhance the alignment between legislated mandate, expectations and workplan and resources.

4. Implementation Plan

The MPHEC is charged with providing decision-makers both with accountability measures pertaining to the institutions on the MPHEC's schedule and with value-added and policy-relevant information to assist in policy decisions related to the post-secondary sector. Its activities are mandated and vetted by the Ministers responsible for post-secondary education. Its mandate is flexible and adaptable, which allow modifications to the MPHEC's scope in terms of activities and institutions to better meet the needs of the Provinces.

To flesh out further its legislated duties, the Commission pursues the following objectives:

(1) Provide assurances that programs developed by institutions within the MPHEC's scope meet agreed-upon quality criteria;
(2) Confirm that institutions within the MPHEC's scope have appropriate policies and practices to ensure the ongoing quality of their programs;
(3) Collect, store and maintain quality, comprehensive and relevant information across all mandated functions;
(4) Devise data and information products providing stakeholders with value, across all mandated function;
(5) Increase awareness of, and dialogue on, Maritime post-secondary education issues and opportunities, both in the Maritimes and nationally;
(6) Promote and facilitate cooperation within the Maritimes and with other provinces and external partners (such as the Council of Ministers of Education and Statistics Canada), which includes facilitating and promoting cost-effectiveness of, and accessibility to, the broadest range possible of programs;
(7) Provide advice and services to the Provinces, as requested; and
(8) Ensure the effective and efficient management of Commission resources (corporate objective).

The list of deliverables planned for the period, which can be found in Appendix 3, is organized along these objectives. The next few pages, organized along the five key legislated duties of the MPHEC, aims to provide the context and define the relevance for that list of deliverables. Appendix 4 provides the financial requirements to support the plan.

At the time of writing, the Commission is embarking in high-level discussions with its stakeholders as well as with governments, regarding its activities related to Quality Assurance and in Data and Information (Research). The main objectives of these discussions are to ensure the alignment between the legislation, the Commission's workplan and our stakeholders/shareholders (governments) needs, while accounting for any gap(s) that may exist. At present, the focus of these discussions is on what we have defined as our two main functions (quality assurance and data and information). While these discussions are only being initiated in a more formal way at the time the Business Plan is being finalized, many elements arising out of these processes will likely affect the Commission's workplan and planned deliverables over the planning period. The Commission is planning to submit an addendum to this business plan to reflect, and account for, the results of these discussions have been concluded.

Quality Assurance

Quality assurance is one of the five legislated duties of the MPHEC. This duty at present is carried out primarily through two major instruments: (1) the review of academic programs prior to implementation; and (2) the monitoring of institutional quality assurance policies and procedures. The full text of our Policy can be found under Publications on our website.

The objective of the program review process is to ascertain the suitability of the program proposal given its objectives, structure, institutional appropriateness, resources, stated student outcomes and their relevance. ***While historically the issue of unwarranted program duplication was central when the Commission considered proposals for new programs, the 2005 MPHEC Act provides no ground to allow duplication to be a central issue. As such, the Commission has determined that it could only flag the fact that a program reflected apparent unwarranted duplication for governments' information.*** A majority of program proposals undergo a cursory review which is carried out in approximately a six-week period; that is, they are reviewed by staff and granted approval if they meet agreed-upon criteria and no issue has been identified. If a proposal does not meet the criteria for approval and/or major issues have been identified, the proposal is forwarded to the AAU-MPHEC Academic Advisory Committee and the MPHEC, for an in-depth assessment. On average, 70 program proposals are considered annually from the publicly-funded universities in the region. The program approval process also allows the MPHEC to seamlessly identify regional programs (see this section, below), and to weigh enrolments according to the different criteria used by Nova Scotia and New Brunswick in their funding formula.

The objective of the monitoring of, and reporting on, institutional quality assurance policies and programs is to ascertain that the procedures used by institutions to assess the quality of existing programs, and other functions as appropriate, are performing adequately as quality control and quality improvement mechanisms. The process is different than in other jurisdictions as it aims to account for the legitimate differentiation that exists among the institutions in the region. Furthermore, as the process evolves, the Committee is building upon the emergence of best practices in the field and is able to impress these on the institutions, particularly during the site visit and follow-up meetings. As of September 2008, nine reports have been released (all can be found on our website) four are expected to be released later in Fall 2008, while the remaining three are expected to be released by the end of fiscal year 2008-2009.

When combined, both instruments ensure a continuum of quality assurance: the program review process provides assurances to government, students, employers and the public-at-large that programs offered by publicly funded universities in the Maritimes meet established standards of quality prior to implementation; and the monitoring process provides assurances that Maritime universities have effective quality assurance policies and procedures in place to ensure that programs, once implemented, are reviewed internally and externally to provide continuous quality improvements. It should be noted that as a result of the direction provided by the Ministers, the MPHEC's work in quality assurance only applies to publicly-funded universities within its scope (Holland College and the Maritime College of Forest Technology are excluded).

The Office of the Auditor General of New Brunswick has highlighted the value of MPHEC's Policy on Quality Assurance as a promising approach to measuring effectiveness, and has requested ongoing information relating to the monitoring process.

In addition, since 2003, the MPHEC advises the Minister in New Brunswick, at his request, with regards to proposals submitted under the New Brunswick Degree Granting Act. At the time of writing, discussions are underway between the MPHEC and Nova Scotia to establish a framework through which

the MPHEC could provide that province with a similar service. At this time, the Commission carries out two key activities under the Degree Granting Act: an assessment of the applicant (an institutional assessment) and an assessment of proposals for degree programs. In addition, the MPHEC will assess existing programs and applicants, using the same criteria. The Commission will likely be involved in some of the ongoing monitoring of these organizations. These activities are conducted on a full cost-recovery basis, the costs being borne by the applicants. More details on our work under Degree Granting Acts can be found on our website.

Through its work in the area of quality assurance, the MPHEC also devises policies aimed at improving the educational process. For example, after extensive consultation with the institutions in the region, the MPHEC released the Maritime Degree Level Qualifications Framework, a region-specific framework that is modelled after, and expands upon, the Pan Canadian Degree Level Qualifications Framework. It should be noted that the MPHEC was able to move this initiative forward, with the support of most institutions in the region, in a timely way (in about a year). This framework defines learning and graduate outcomes by degree levels. On another front, as a result of a policy direction given by the Province of New Brunswick, the MPHEC was instrumental in introducing a new degree structure in the region linking components of a university program with components of educational programs offered by other providers, most often college, which it describes as articulated programs. The MPHEC has already conducted a preliminary assessment of this new degree structure and has undertaken a more comprehensive assessment to determine whether students are well served by this type of degree.

The MPHEC represents the three Maritime Provinces on the Council of Ministers of Education, Canada (CMEC) Pan-Canadian Quality Assurance Subcommittee. Through this committee, the MPHEC is able to publicize its activities in the area of quality assurance, convey the priority attached to this issue by the three provincial governments, participate in generating common understanding of key elements across the country through a number of means (presentations, participation in events, organization of events, etc.), and ensure that MPHEC policies and practices evolve in keeping with national and international standards. The MPHEC is also a member of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE).

As noted above, the MPHEC will undertake later this year a review of its activities in the area of quality assurance to ensure that the activities carried out allow the Commission to deliver on its legislated mandate, and that these activities are efficient and effective and are the right ones considering how the field has evolved since the mid-nineties, when the essential instruments used by the Commission were defined. This will likely lead to some change in the work performed by the Commission in the area of quality assurance.

Furthermore, as detailed below, the Commission is endeavouring to provide its stakeholders with measures of student outcomes, as a support to enhancing the quality of learning and the learning environment provided in our region, and as a possible way to shift current quality assurance practices away from resources and input towards student learning.

Data and Information

The MPHEC's data and information function, which crosses all its mandated functions, provides decision-makers with both accountability measures pertaining to the institutions within our scope and better information to assist in decision-making and to support the enhancement of the education process. The initiatives taken under this function also increase awareness of, and dialogue on, Maritime post-secondary education issues and opportunities, both in the Maritimes and nationally.

A little over a year ago, the Commission's stakeholders gathered together to learn about the Commission's ongoing research and to share their thoughts on their institutions' data and research needs in a forum titled "Making Use of Knowledge and Making Knowledge Useful". Chief among those needs, as voiced by many stakeholders, was comparative statistics for the Maritime PSE sector, which would inform issues such as student participation, retention, attrition and demographics as well as graduate outcomes. In February 2008, the Commission hosted two separate events that brought together stakeholders to discuss important issues: *Strategic Options in a Changing Enrolment Landscape* and *Forum on Research and Data Collection*. In both cases, our stakeholders reemphasized this need. Echoing this regional call for improved data and research on the post-secondary sector are growing national (Canadian Council on Learning and HRSDC, among others) and international (the Spellings Commission in the United States, and the introduction of student surveys in the UK are two examples) efforts in this area.

In the area of data and information, the MPHEC is recognized as a neutral and credible source of data, statistics and research in support of policy decision-making. Over the last decade, the MPHEC has placed emphasis on the continuing development and improvement of this function, and in that context is now turning its attention to the enhancement of its current collection of key statistics/measures amid a growing demand for such information. The MPHEC is uniquely positioned to answer this growing need, having developed an expertise and data holdings in many ways unparalleled in the country.

One of the main activities undertaken by the MPHEC in this regard is the collection of PSIS (Postsecondary Student Information System, formerly known as ESIS) data. This data collection tool was devised by Statistics Canada, in partnership with the MPHEC. The Maritimes, under the leadership of the MPHEC, piloted the development and implementation of this pan-Canadian database of significant magnitude. It should be noted that to date only the MPHEC and the Maritime institutions within its scope have been able to fully comply with the database requirements and that we represent a model in the country in terms of implementation and use of PSIS in the country. As a result of this cooperative effort, we are now in a position to use these data much more extensively. To date, a number of standardized and audited (at the student and program levels) outputs, including full-time equivalents, weighted full-time equivalents, standardized registration status (full-time, part-time), permanent province of residence, citizenship, gender, age, level of study and major field of study are available, and accurate. These figures are used in the provision of statistics to various stakeholders and the application of the New Brunswick Funding Formula and for the calculation of the Regional Transfers, in addition to playing an important role in policy analysis and development. The MPHEC is now in a position to provide Nova Scotia with weighted enrolments (which are very different than those used in New Brunswick) required to apply its funding formula. All of this is achieved with *one* annual data collection cycle.

The next stage will be to produce truly longitudinal analyses, where one can follow the individual student from year to year, institution to institution. This work has just begun. It will provide several measures of quality and system responsiveness as determined by student persistence, and success, as well as inter-program and inter-institutional mobility patterns. This drive for measures goes beyond notions of league tables and a narrow definition of accountability; the measures envisaged are meant to enhance the quality of the educational process and support its ongoing improvement, which clearly is the MPHEC's primary orientation. While this project will not aim as high as defining quality, the fact is that certain dimensions of quality can and should be measured. The initial phase of the project is funded in part by CCL.

The flagship in the MPHEC's research program is certainly the Graduate Follow-Up Survey program. These surveys are dependant on external funding. The section below, titled Resources required, will address this challenge, while Appendix 5 includes details of the survey program. University

accountability measures relating to graduate outcomes, and evaluation of the university experience, including facilities and services, are generated through the MPHEC's graduate follow-up surveys. These surveys provide a measure of quality and relevance of the education provided in the region, as assessed by the graduates themselves and as demonstrated by their transition into the labour force or in pursuing their education further. Among the elements the MPHEC is tracking are: debt levels and repayment, labour market attachment, propensity to further one's education, mobility patterns, all key issues for the Maritime Provinces. Governments and institutions, through receipt of customized graduate follow-up survey data sets, have an opportunity to carry out analyses on their own group of graduates, although most often these custom analyses are performed by MPHEC staff, as institutions and provincial governments have limited resources in this regard, which the MPHEC's renewed mandate was designed to supplement, and the MPHEC's research expertise is now well established. The next planned surveys, *only partially funded at the time of writing* (Nova Scotia's share is not fully funded), are with the Class of 2003 in 2008 and with the Class of 2007 in 2009.

Many useful findings result from the MPHEC's research program. For example, analyses resulting from the MPHEC's examination of recent enrolment trends have revealed:

- That enrolment of direct-from high school students has been decreasing faster than overall enrolments and than overall demography;
- That in 2006, in Nova Scotia, a greater number of grade 12 high school students, both male and female, were intending to go directly to the work force, and fewer were intending to go to university, than was the case five years earlier.
- Other data indicate that over 20% of high school students in New Brunswick intended to first work before furthering their education.

The most recent Graduate Follow-Up Survey, of the Class of 2003 in 2005, released in 2007 also provides useful information. For example,

- Half of direct-from-high-school students who completed a Bachelor's degree in the Maritimes, returned for further study within two years of graduating. The majority of these graduates enrolled in either a Bachelor of Education or a graduate-level degree and the odds of returning to study increased substantially if she or he had completed a Liberal Arts and Sciences degree. This probably explains at least partially why, while enrolment at the undergraduate level have stagnated or declined in the very recent past, the opposite is occurring at the graduate level.
- Looking at mobility patterns, out-migration in the Class of 2003 remained stable, when compared to earlier cohorts of university graduates, and this was at a time when the region was experiencing a nearly all time high in terms of out-migration. The mobility patterns of our graduates reveal that university graduates appear to be much less likely to move out-of-province than their less educated contemporaries

Further details about recent activities of the MPHEC in this area are readily available (and updated) on our website. Appendix 5 describes the projects currently underway and those that are in various stages of planning within the Commission's Research Program. Appendix 5 illustrates the significant activity underway at the MPHEC, activity which will result in better informed decision-making and better accountability measures.

As noted earlier, the MPHEC will undertake later this year a series of round tables on the Commission's research program and data collection to ensure that the activities it does carry out allow the Commission to deliver on its legislated mandate, and meeting the expectations of the shareholders (governments) and stakeholders alike. These activities must continue to be efficient and effective and the right ones considering how the field has evolved since the late nineties, when the Ministers

redefined the Commission's orientation. This process will likely lead to some change in the work performed by the Commission in this area.

Cooperative Action

The MPHEC is charged with promoting and facilitating cooperation within the Maritimes and with other provinces and external partners to, among other things, facilitate, among institutions and among governments for example, the development of cost-effective and collaborative approaches to post-secondary education administration, programs and policies. This requires ongoing consultation in order to understand multiple (and sometimes conflicting) stakeholder needs and perspectives. The preceding pages highlight many of the collaborative initiatives supported by the Commission as they relate to quality assurance and data and information.

The MPHEC, over the last decade, has played a significant leadership role with the institutions in the area of data, whether through its work on PSIS and other projects (data collection and research/publication) or through the provision of fora allowing key stakeholders to come together on a number of issues in various settings. Efforts in these two dimensions are ongoing. For example, and as referenced earlier, the MPHEC organized in February 2008 a Symposium dealing with options to address the looming demographic decline among the traditional university age population and the likely impact this will have on enrolments. During that same month, it organized a Forum on data collection and research to further define, in a collaborative way, the priority areas in terms of data analysis, as well as areas for improvement regionally in terms of data collection. It will host a series of fora related to Quality assurance, as well as a series of round tables on research and data in 2008-2009 or 2009-2010.

The NB/PEI Educational Computer Network (NB/PEI ECN), a standing committee of the MPHEC, provides connectivity among its members and to the wider world. The NB/PEI ECN is a first-rate example of collaboration. Additional benefits include joint purchasing and licensing, shared support services, the delivery of network-based services and information exchange. The NB/PEI ECN is overseen by a Board of Directors, and administered by the Network Technical Committee. The MPHEC provides support to, and participates in, NB/PEI ECN meetings of both the Network Technical Committee and the Board. The MPHEC also administers the NB/PEI ECN budget.

The MPHEC also coordinates requests by universities for broadcast time to deliver courses by television through the Atlantic Satellite Network (ASN).

Most of the work undertaken by the MPHEC is achieved through collaboration with and among the institutions, and governments, as described throughout this document.

Regional Programs

The MPHEC administers a number of agreements with other provinces to provide places for Maritime students in programs of study that are not available in their home province. These include the Regional Transfer Arrangement[1] (RTA) and several other agreements with provinces outside the Maritimes for programs not available in the region. These instruments provide Maritime students with a greater range of educational programs at a reasonable cost to the Province. As a result, an average of approximately 1,200 students (approximately 610 from New Brunswick, 90 from Nova Scotia, and 500 from Prince Edward Island) benefit annually from the Regional Transfer Arrangement, by studying in the program of their choice, while 360 students (302 from New Brunswick, 13 from Nova Scotia, 8 from Prince Edward

[1] The Regional Transfer Arrangement (RTA) is an arrangement whereby each of the three Maritime Provinces provides funding in respect to any of its university students enrolled in programs in either of the other two provinces that are not offered in the student's home province. The purpose of the RTA is to ensure accessibility of university programs for Maritime residents and to assist the provinces in attaining a more effective utilization and allocation of resources.

Island and 37 from Newfoundland and Labrador) benefitted in 2007-2008 from other interprovincial agreements administered by the MPHEC. In addition, another 250 FTE students study veterinary medicine on Prince Edward Island under the Atlantic Veterinary College Agreement, administered by the Province. Funds transferred through the MPHEC in relation to these agreements are over $20,000,000 annually.

Province-Specific Services

The 2005 Act specifies that the "Commission may provide other services or functions to one or more institutions or provinces as set out in its business plan." It adds that "the Commission may be asked by provinces to provide advice or services to them for determining funding policy or for providing funding in support of post-secondary education." The MPHEC provides analysis and advice, as well as administrative services, to the Province of New Brunswick regarding university funding and funding to the Maritime College of Forest Technology. This involves developing funding scenarios based on provincial policies and directives, the allocation of funds for various funding envelopes (unrestricted and restricted funding which are formula-derived; capital projects, special projects, program expansion which are administered through distinct policies developed by the MPHEC). It also provides administrative services to the Province of Prince Edward Island with respect to both university and college funding. Since 2003, it has been providing quality assurance-related services to the Province of New Brunswick with regards to new degree providers, as described earlier. At present, the MPHEC does not provide institution-specific services, although the Act does provide for this possibility.

5. Resources Required

The Commission's workplan is ambitious and will be realized with limited resources. Its base includes 12 FTE, and an annual allocation of $1,275,596 (in fiscal 2008-2009). ***Increases to this base are required to maintain operations at current levels and continue to meet stakeholder expectations.***

The increases requested are broken down as follows: 1) increases to salaries and benefits ($50,265 in 2009-10, $30,407 in 2010-11 and $31,289 in 2011-12) representing an annual 2.9% increase to salaries and benefits as a cost-of-living-adjustment and annual increases to the annual pension plan special payment, both as historically specified in the CAP guidelines; 2) increases to general operating expenses ($37,568 in 2009-10, $11,382 in 2010-11 and $12,379 in 2011-12) to meet actual projected expenditures relating to non-discretionary items and mission-critical MPHEC activities and; 3) the addition of $150,000 annually to base funding to fund the Graduate Follow-Up Survey Program.

These requested increases are further justified below.

As has been the case over the past several years, a cost-of-living adjustment increase has been included in the proposed budget for salaries and benefits, estimated to be 2.9% annually. An annual special payment must be funded in 2009-10 ($66,900) and in the other two years of this business plan cycle, as per CAP instructions. The special payment has been estimated to increase by 2.9% annually in 2010-11 and 2011-12 over the 2009-10 amount, as these amounts are as yet unknown.

The Commission is requesting that an amount of $150,000 be added to the MPHEC's base funding for the Graduate Follow-up (GFU) Survey Program. During the planning period, two GFU surveys are planned - the Class of 2003 in 2008 will be completed in 2009-2010, and the Class of 2007 in 2009 will span fiscal years 2009-2010 and 2010-2011. The GFU Survey program, the Commission's flagship in terms of research, is one of the rare objective data sources available to decision-makers providing data on how our universities are doing in terms of preparing graduates for their future and how satisfied our graduates are with their educational experience considering their investment of time and money. At a

time when we are facing significant demographic shifts which will impact our universities, such information is crucial. The Commission, over the years, has curtailed this program to lower the overall costs of the initiative; it cannot be further curtailed without seriously undermining its credibility and usefulness. The program is vulnerable when it is being funded through annual requests, and has already had to be modified to adjust for funding denied in the past. To modify it further would seriously affect its credibility and quite possibly even its value, as it has already been streamlined as much as possible (moving from a new cohort being surveyed every year, to every three years, to every four years; removing from the program a 10-year out follow-up survey; etc. to reduce costs and maintain some key elements).

The Commission has operated for over 10 years under 0% increases to funding for general operating expenses. The Commission feels strongly that, in the longer term, it is detrimental to the organization's ability to meet its deliverables under this mode of operation. Increases are requested relating to general operating expenses to meet increased costs for non-discretionary and mission-critical activities.

The most significant increases requested are detailed below:

- Office space rental: Increases ($8,486 in 2009-10, $1,251 in 2010-11 and $1,376 in 2011-12) are requested to fund mandatory increases to operating cost escalation expenses, per the 2006 lease agreement. Operating cost escalation increases are due largely to a recent property tax reassessment (increasing the property value by over 30%). The full cost of these increased expenses could not be incorporated into previous budgets due to the 0% increase to non-salary items mandated by RTB. The terms obtained in the new lease agreement are equal to those obtained by the Province of New Brunswick for space in the same building.

- Staff travel and training: Increases ($4,000 in 2009-10, $4,300 in 2010-11 and $4,730 in 2011-12) are requested due to actual increases in the cost to travel (mileage, per diem, lodging etc.), as well as increased consultation and cooperation across all mandated functions.

- Equipment and furnishings: The requested increase ($10,000 in 2009-10; none anticipated thereafter) is necessary due to a need to update equipment, both at the PC and server level, as the Commission is an extremely IT-intense office. The formula used by the MPHEC to determine the annual funding required is based on a technology refresh cycle (both PC and server-level) of 3 years, as per industry standards. Specifically, the MPHEC technology refresh cycle formula is: (# WS/3 * $2,500) + (# servers * $5,000) + $5,000 (software).

- Committees: Increases ($5,900 in 2009-10, $1,750 in 2010-11 and $1,838 in 2011-12) are requested due to increased costs for travel expenses as well as increased consultation across all mandated functions (i.e. new MPHEC Working Group for the Measures project).

- Conferences and workshops: An increase ($10,000 in 2009-10) is requested in order to allow the Commission to offer two conference-type events annually. The Commission's legislated mandate stipulates that it is to stimulate dialogue and cooperation in the region on key issues - perhaps the area in which the Commission is the least active in terms of its legislated mandate at this time, due to its resources. This is one area where the Commission needs to do more if it is to fulfill its legislated mandate. Approximately half of the requested increase relates to the provision of simultaneous translation to participants, as the Commission is a bilingual organization.

Appendix 4 outlines in detail the above funding requirements over the planning period.

6. Annual Reporting and Evaluation Framework

The Commission's work plan covers the planning period, but is updated annually. It also constitutes the basis for annual evaluations and reporting. More specifically, through its annual budget submission, the Commission reports on its performance during the past year and deliverables for the next year. The Commission is planning to submit an addendum to this document in a year or 18 months to ensure that its Business Plan is kept current considering the changes that are to occur over that period. A new multi-year business plan will be submitted in August 2012.

7. Conclusion

In the preceding pages, the Maritime Provinces Higher Education Commission, its membership, scope, functions, as well as current and planned activities, along with the required resource base were described. The great flexibility the Ministers built in the MPHEC's renewed mandate is highlighted throughout. A decade ago, as the Ministers were considering whether and how to renew the Commission's mandate, many institutions expressed significant reservations towards the notion of an arm's length body charged with, among other things, quality assurance and data and information. These activities were perceived to be completely under the authority of the institutions as autonomous bodies. Over time, the Commission's approach and guidelines have won broad acceptance in most, if not all institutions, and have brought about significant change in the system. This business plan underscores the fact that the MPHEC's mandate as defined in the 2005 Act, while continuously evolving, is now fully implemented; and the upcoming period will be one where we will build on the significant foundation established during the implementation period.

MARITIME PROVINCES HIGHER EDUCATION COMMISSION ACT

OFFICE CONSOLIDATION

The following is an office consolidation of the Maritime Provinces Higher Education Commission Act [(New Brunswick; Chapter M-2.5, 2003; assented to April 11, 2003); (Nova Scotia; Chapter 30, Royal assented to October 18, 2004); (Prince Edward Island; Chapter M-2.01, assented to May 10, 2002)]. Proclamation date: January 31, 2005.

NB: Her Majesty, by and with the advice and consent of the Legislative Assembly of New Brunswick, enacts as follows:

NS: Be it enacted by the Governor and Assembly as follows:

PEI: Be it enacted by the Lieutenant-Governor and Legislative Assembly of the Province of Prince Edward Island as follows:

Sections of Act

NB	NS	PEI	Titles / References[1]	
-	1	-		This Act may be cited as the *Maritimes Provinces Higher Education Commission Act.*
1	2	1	*Definitions*	In this Act:
	(a)	(a)	Chair	"Chair" means the Chair of the Commission [appointed under subsection 9 (2) - NB; PEI]; [(« *président* ») - NB].
	(b)	(b)	Chief Executive Officer	"Chief Executive Officer" means the Chief Executive Officer of the Commission [appointed under subsection 10 (1) - NB; PEI]; [(« *directeur général* ») - NB].
	(c)	(c)	Commission	"Commission" means the Maritime Provinces Higher Education Commission [continued under section 2 - NB; PEI]; [(« *Commission* ») - NB].
	(d)	(d)	Council	"Council" means the Council of Maritime Premiers established pursuant to the *Council of Maritime Premiers Act [R.S.P.E.I.* 1988, Cap. C-27; - PEI]; [(« *Conseil* ») - NB].
	(e)	(e)	Institutions	"Institutions" means the post-secondary educational institutions prescribed by [the - NS] regulation [for the purposes of this definition - NB; PEI]; [(« *établissements* ») - NB].
-	(f)	-	Ministers	"Minister" of a province means the minister of the Crown responsible for post-secondary education in that province.
	(g)	(f)		"Ministers" means the ministers [of the Crown - NS] responsible for post-secondary education in the Provinces; [(« *ministres* ») - NB].
	(h)	(g)	Post-Secondary Education, Higher Education	"Post-Secondary Education" means the education and training provided in or by institutions; [and "higher education" has a corresponding meaning; - NB; PEI]; [(« *enseignement postsecondaire* ») - NB].
	(i)	(h)	Provinces	"Provinces" means the Province of New Brunswick, the Province of Nova Scotia and the Province of Prince Edward Island; [(« *Provinces* ») - NB]

Sections of Act				
NB	***NS***	***PEI***	**Titles / References[1]**	
	(j)	(i)	Region	"Region" means the area comprising the Province of New Brunswick, the Province of Nova Scotia and the Province of Prince Edward Island; [(« *région* ») - NB].
	(k)	(j)	Student	"Student" means an individual registered as a student in an institution; [(« *étudiant* ») - NB].
	(l)	(k)	Universities	"Universities" means the post-secondary educational institutions prescribed by [the - NS] regulation for the purposes of this definition [2002, c.34, s.1 - PEI]; [(« *universités* ») - NB].
2	3	2	**Commission**	(1) The body established by the Council and known as the Maritime Provinces Higher Education Commission is continued.
2	3	2	Composition	(2) The Commission [shall - NB; NS] consist of: (a) twenty members appointed by the Ministers as set out in section 3 [4 - NS], and (b) the Chief Executive Officer [2002, c.34, s.2 - PEI].
3	4	3	**Membership**	(1) The Ministers shall [for the purposes of paragraph 2 (2) (a) - NB; PEI], appoint members as follows: (a) at least six from among the nominees submitted under [pursuant to - NS] section 4 [5 - NS]; (b) at least six from among senior public officials and the executive heads of non-university institutions; and (c) at least six from the public-at-large, of whom [which - NS; PEI] at least two shall [must - NS] be students.
3	4	3	Provincial representation	(2) At least one of the members appointed [under - NB; PEI]; [pursuant to - NS]; [each of - NB; NS]; [paragraphs - NB]; [clauses - NS; PEI] (1) (a), (b) and (c) shall be selected from each of the Provinces.
3	4	3	Restriction on appointment	(3) No two persons appointed under [pursuant to - NS]; [paragraph - NB]; [clause - NS; PEI] (1) (a) may be selected from the same university.
3	4	3	Deemed appointment	(4) The members of the Commission [who held office - NB; PEI] immediately before the commencement [coming into force - NS] of this subsection, other than the Chief Executive Officer, shall be [are - NS] deemed to have been appointed under [pursuant to - NS] subsection (1) [2002, c.34, s.3 - PEI].
4	5	4	**Nominating committee and filling of vacancies**	(1) There shall be a nominating committee consisting of: (a) the executive heads of the universities, and (b) one representative appointed by the Senate or equivalent academic body of each university, [which - NB; PEI]; [and the - NS] committee shall nominate persons for appointment under [pursuant to -NS]; [paragraph - NB]; [clause - NS; PEI] 3 [4 - NS] (1) (a) and subsections (2) and (3).
4	5	4		(2) Where a vacancy occurs among the members appointed under [pursuant to - NS]; [paragraph - NB] [clause - NS; PEI] 3 [4 - NS] (1) (a), the nominating committee shall submit to the Minister of the province from which the member to be replaced was appointed the names of two persons selected from that Minister's province, and that Minister shall, subject to section 3 [4 - NS], appoint one of such persons to fill the vacancy for the balance of the term of the member replaced.

Sections of Act

NB	NS	PEI	Titles / References[1]	
4	5	4		(3) At least sixty days before the expiration of the term of a member appointed under [pursuant to - NS] paragraph [clause - NS; PEI] 3 [4 - NS] (1) (a), or under subsection (2), the nominating committee shall submit to the Minister of the province from which the member to be replaced was appointed the names of two persons from that Minister's province, and that Minister shall, subject to section 3 [4 - NS], appoint one of such persons to take office on the expiration of such term.
4	5	4		(4) The members of the nominating committee [who held office - NB; PEI] immediately before the commencement [coming into force - NS] of this subsection [and who were - NB; PEI] appointed by the Senate or equivalent academic body of each university shall be [are - NS] deemed to have been appointed under [pursuant to - NS] paragraph [clause - NS; PEI] (1) (b) [2002, c.34, s.4 - PEI].
5	6	5	**Filling of other vacancies**	Where a vacancy occurs among the members appointed under [pursuant to - NS] paragraph [clause - NS; PEI] 3 [4 -NS] (1) (b) or (c), the Minister of the province from which the member to be replaced was appointed may, subject to section 3 [4 - NS], appoint a person to fill the vacancy: (a) for the balance of the unexpired term of the member replaced, or (b) for a new term where the vacancy resulted from the expiration of a term [2002, c.34, s.5 - PEI].
6	7	6	**Effect of vacancies**	A vacancy in the membership of the Commission shall [does NS] not impair the right of the remaining members to act so long as at least eleven members, excluding the Chief Executive Officer but including at least three members selected from each of the Provinces, hold office.
7	8	7	**Term of office**	(1) Subject to subsection 4 [5 - NS] (2) and paragraph [clause - NS; PEI] 5 [6 -NS] (a), a member of the Commission referred to in paragraph [clause - NS; PEI] 2 [3 - NS] (2) (a) shall hold office for three years from the date of appointment or such lesser period as may be specified in the appointment.
7	8	7	Continuation	(2) Notwithstanding subsection (1), a member of the Commission referred to in paragraph [clause - NS; PEI] 2 [3 - NS] (2) (a) remains in office until the member resigns or is reappointed or replaced.
7	8	7	Idem	(3) [On the expiration of the member's term of office, - NB; PEI] a member of the Commission referred to in paragraph [clause - NS; PEI] 2 [3 - NS] (2) (a), [on the expiration of the member's term of office - NS] is eligible for reappointment to the Commission [2002, c.34, s.7 - PEI].
8	9	8	**Remuneration of members**	Members of the Commission shall be paid such remuneration as may, with the approval of the Ministers, be determined by the Commission, and such actual and reasonable expenses as are incurred by them in the discharge of their duties [2002, c.34, s.8. - PEI].
9	10	9	**Chair**	(1) The position of Chair shall rotate, in turn, among the Provinces in the following order: [(a) - NS] Province of New Brunswick; [(b) - NS] Province of Prince Edward Island; [(c) - NS] Province of Nova Scotia.
9	10	9	Order of succession	(2) In the order of the Provinces set out in subsection (1), each of the Ministers shall appoint, in turn, from among the members of the Commission selected from the Minister's province, a Chair of the Commission.
9	10	9	Term of office	(3) The Chair shall hold office as chair for a term of two years, or until the expiry of his or her office [the Chair's term - NS] as a member of the Commission, whichever occurs first.

Sections of Act

NB	NS	PEI	Titles / References[1]		
9	10	9	Continuation	(4)	Notwithstanding subsection (3), the Chair remains in office as Chair until the Chair resigns or is replaced.
9	10	9	Appointment	(5)	The Chair of the Commission [who held office - NB; PEI] immediately before the commencement [coming into force - NS] of this subsection shall be [is - NS] deemed to have been appointed under [pursuant to - NS] subsection (2) [2002, c.34, s.9 - PEI].
10	11	10	**Chief Executive Officer**	(1)	The Ministers, on [the - NB; NS] recommendation of the Commission, shall appoint a Chief Executive Officer of the Commission.
10	11	10	Powers	(2)	The Chief Executive Officer is, subject to the direction of the Commission, charged with the general direction, supervision and control of the business of the Commission and may exercise such other powers as may be conferred on the Chief Executive Officer by the Commission.
10	11	10	Full-time position	(3)	The Chief Executive Officer shall serve as a full-time employee of the Commission.
10	11	10	Non-voting member	(4)	The Chief Executive Officer is a [an *ex officio* - NB; PEI] non-voting member of the Commission.
10	11	10	Appointment	(5)	The Chief Executive Officer [of the Commission - NB; PEI]; [who held office - NB] immediately before the commencement [coming into force - NS] of this subsection shall be [is - NS] deemed to have been appointed under [pursuant to - NS] subsection (1) [2002, c.34, s.10 - PEI].
11	12	11	**[Duties - NB]; [Services to student - PEI]**	(1)	The Commission shall, in carrying out its duties, give first consideration to improving and maintaining the best possible service to students as life-long learners by: (a) taking measures intended to ensure that programs of study are of optimum length and best quality, (b) stressing prior learning assessment and recognition, and credit transfer, to implement the principle that duplication of effort is not required in order to gain credit for learning which [that - NS] has been successfully accomplished, (c) promoting smooth transitions between learning and work, (d) promoting equitable and adequate access to learning opportunities, including making those opportunities available at times and places convenient to the student, and (e) taking measures intended to ensure teaching quality.
11	12	11	Duties	(2)	The Commission's principal duties are: (a) to undertake measures intended to ensure continuous improvement in the quality of academic programs and of teaching at institutions, which without limiting the generality of the foregoing may include the review of institutional programs and practices for assuring such improvement and making recommendations to institutions and the Provinces, (b) to ensure that data and information is collected, maintained and made available for assuring the public accountability of institutions, and to assist institutions and the Provinces in their work, which without limiting the generality of the foregoing may include: (i) establishing data and system standards, (ii) establishing public reporting requirements and producing public reports, and (iii) carrying out studies in regard to public policy, institutional concerns and issues related to post-secondary education, and providing advice to institutions and the Provinces on these matters.

Sections of Act					
NB	**NS**	**PEI**	**Titles / References[1]**		
11	12	11	Duties		(c) to take initiatives to stimulate cooperative action among institutions and the Provinces where such action is likely to improve the efficiency and effectiveness of the post-secondary education system in the Provinces, which without limiting the generality of the foregoing may include: (i) encouraging initiatives for institutions to offer joint, complementary and regional programs, and (ii) encouraging administrative, financial and common service arrangements which reduce the overhead cost of programs and the overall cost to students and the Provinces. (d) to continue to develop and administer funding transfers among the Provinces for regional programs, which without limiting the generality of the foregoing may include developing and administering funding arrangements for programs outside the region, as required to provide additional educational opportunities for students from the region, and (e) to undertake such other duties as the Ministers may assign.
11	12	11	Services and functions	(3)	The Commission may: (a) provide such services and functions, as may be agreed upon by the Ministers, to one or more institutions or to one or more of the Provinces, (b) provide such advice and services, as may be agreed upon by the Ministers, to one or more of the Provinces to determine their post-secondary education funding policy, and (c) recommend to the Ministers the names of post-secondary educational institutions that may be added to or deleted from those prescribed by [the - NS] regulation for the purposes of the definitions "institutions" and "universities" [in section 1 - NB]; [2002, c.34, s.11 -PEI].
12	13	12	**Powers**	(1)	The Commission has [all - NB; NS] such powers as are necessary for, and ancillary to, the proper performance of its duties, including but not limited to the powers, (a) to engage staff, (b) to establish advisory committees, (c) to enter into contracts where and to the extent that funds have been made available for such purpose, and (d) to require the timely provision of data and information from institutions.
12	13	12	By-laws	(2)	Subject to this Act, the Commission may make By-laws respecting its internal organization and the conduct of its business, and may include in such by-laws provision for the election or designation of a vice-chair of the Commission to act in the absence or disability of the Chair or when the office of Chair is vacant.
12	13	12	By-law not regulation	(3)	The *Regulations Act* does not apply to by-laws under [made pursuant to - NS] subsection (2). [A bylaw made under subsection (2) is not a regulation as defined in subclause 1(e) of the *Interpretation Act* R.S.P.E.I. 1988, Cap. I-8 2002, c.34, s.12 - PEI].
13	14	13	**Confidentiality**	(1)	All data received by the Commission from institutions or any other source is confidential and shall not be disclosed except as provided in this section.
13	14	13	Disclosure	(2)	Subject to subsection (3), the Commission may disclose, in aggregate form, data received by the Commission from institutions or any other source.
13	14	13	Edit of information	(3)	For the purposes of ensuring the protection of personal information, the Commission shall, before disclosing data received by the Commission from institutions or any other source, remove any portion that would reveal personal information concerning any person [2002, c.34, s.13 - PEI].

Sections of Act

NB	NS	PEI	Titles / References[1]	
14	15	14	**Meetings**	The Commission shall meet at least four times each year at the call of the Chair [2002, c.34, s.14 - PEI].
15	16	15	Quorum	Subject to section 6 [7 - NS], a majority of the members holding office, excluding the Chief Executive Officer, shall constitute a quorum for the purpose of conducting a meeting provided that at least two members appointed from each of the Provinces are present at the [such - NS; PEI] meeting [2002, c.34, s.15 - PEI].
16	17	16	**Accountability**	The Commission is accountable to the Ministers [2002, c.34, s.16 - PEI].
17	18	17	**Funding policies**	(1) The determination of public funding levels for institutions is the sole responsibility of the Provinces.
17	18	17	Advice to Ministers	(2) The Commission shall when requested to do so by the Ministers provide advice or services to the Ministers for determining post-secondary education funding policies and allocations [2002, c.34, s.17 - PEI].
18	19	18	**Fiscal year** *and annual report*]	(1) The fiscal year of the Commission shall commence [commences - NS] on the first day of April [1st - NS; PEI]; [in - NB; NS] each year and end on the thirty-first day of March [March 31st - NS; PEI] in the year next following [immediately following year - NS].
18	19	18	Auditing procedure	(2) The accounts of the Commission shall be audited in accordance with the procedure adopted for auditing the accounts of the Council.
18	19	18	Annual Report	(3) The Commission shall, within six months after the end of each fiscal year, submit to the Ministers and the Council a report containing: (a) a review of the Commission's activities during such fiscal year, (b) statements and recommendations regarding such matters in the field of post-secondary education in the region as the Commission considers advisable, and (c) the audited financial statements of the Commission for such fiscal year.
18	19	18	Report tabled in Legislature	(4) The annual report of the Commission shall be tabled in the Legislature as soon as is practicable after [its - PEI] receipt by the Ministers [2002, c.34, s.18 - PEI].
19	20	19	**Immunity**	No action or other proceeding lies against the Province, the Commission or any member or employee of the Commission, for any act done in good faith in the execution or intended execution of any duty or power under this Act or for any alleged neglect or default in the execution in good faith of any such duty or power [2002, c.34, s.19 - PEI].
20	21	20	**Regulations**	[(1) - NS] The [Lieutenant - NB; PEI] Governor in Council may make regulations (a) prescribing post-secondary educational institutions for the purposes of the definition "institutions" [in section 1 - NB; PEI]; [and - PEI] (b) prescribing post-secondary educational institutions for the purposes of the definition "universities" [in section 1 - NB; PEI]; [2002, c.34, s.20 - PEI].
-	21	-		(2) The exercise by the Governor in Council of the authority contained in subsection (1) is regulations within the meaning of the Regulations Act.

Sections of Act

NB	NS	PEI	Titles / References[1]	
21	22	21	**Repeal**	[(1) ***New Brunswick Regulation 88-118 under the Maritime Provinces Higher Education Commission Act is repealed.*** - NB]. [Chapter 270 of the Revised Statutes, 1989, the Maritime Provinces Higher Education (Nova Scotia) Act, is repealed. - NS]. [*The Maritime Provinces Higher Education Commission Act* R.S.P.E.I. 1988, Cap. M-2 is repealed. 2002, c.34, s.21 - PEI].
21	-	-		(2) ***The Maritime Provinces Higher Education Commission Act, chapter M-2 of the Revised Statutes, 1973, is repealed.***
22	23	22	**Commencement [CONSEQUENTIAL AMENDMENTS -PEI]**	[***This Act or any provision of it comes into force on a day or days to be fixed by proclamation.*** - NB] [**N.B.** This Act was proclaimed and came into force January 31, 2005. - NB]. [**N.B.** This Act is consolidated to January 31, 2005. - NB]. [This Act comes into force on such day as the Governor in Council orders and declares by proclamation. - NS]. **[(1) Section 11 of the Holland College Act R.S.P.E.I. 1988, Cap. H-6 is amended** (a) **in subsection (1), by the deletion of the words** "on the recommendation of the Maritime Provinces Higher Education Commission"; (b) **by the repeal of subsection (2); and** (c) **in subsection (3), by the deletion of the words** "on the recommendation of the Maritime Provinces Higher Education Commission"; - PEI].
-	-	22		(2) **Section 17 of the University Act R.S.P.E.I. 1988, Cap. U-4 is amended** (a) **in clause (1) (b), by the deletion of the words** "on the recommendation of the Maritime Provinces Higher Education Commission"; (b) **by the repeal of subsection (2); and** (c) **in subsection (3), by the deletion of the words** "on the recommendation of the Maritime Provinces Higher Education Commission". 2002, c.34, s.22.

[1] New Brunswick and Prince Edward Island include descriptive titles in their respective legislations; Nova Scotia does not. **Bold** font refers to references used in New Brunswick and Prince Edward Island; *italic* font refers to references used in New Brunswick only, and regular font refers to references used in Prince Edward Island only.

MARITIME PROVINCES HIGHER EDUCATION COMMISSION

MEMBERSHIP OF COMMISSION COMMITTEES
(As of September 1, 2008)

COMMISSION MEMBERS

New Brunswick

Neil Boucher, Vice-recteur à l'enseignement et à la recherche, Université de Moncton
David Stewart, Vice-President Administration, Mount Allison University
Louise Boudreau, Acting Assistant Deputy Minister, Department of Post-Secondary Education, Training and Labour
Colette Landry Martin, Public-at-Large Member
Karla O'Regan, Public-at-Large Member
Duncan Gallant, Public-at-Large Member

Nova Scotia

Gordon MacInnis, Vice-President Finance and Administration, Cape Breton University (Chair)
Donna Woolcott, Vice-President Academic, Mount Saint Vincent University
Terrence Murphy, Vice-President Academic and Research, Saint Mary's University
Wayne Doggett, Senior Executive Director, Higher Education, Department of Education
Greg Ells, Director, Universities and Colleges, Department of Education
Peter Butler, Public-at-Large Member
Bill MacLeod, Public-at-Large Member

Prince Edward Island

Susan Mackenzie, Acting Director, Higher Education and Corporate Services
Don Gillis, Public-at-Large Member

STANDING COMMITTEES

AAU-MPHEC Academic Advisory Committee

Appointed by the AAU:

Stephen McClatchie, Vice-President Academic and Research, Mount Allison University
Alan Shaver, Vice-President Academic and Provost, Dalhousie University

Appointed by the MPHEC:

Peter Butler, Public-at-Large Member
Donna Woolcott, Vice-President Academic, Mount Saint Vincent University (Chair)

AAU-MPHEC Advisory Committee on Information and Analysis

Appointed by the AAU:

Yuqin Gong, Institutional Research Officer, University of Prince Edward Island
Michael Whalen, Associate Vice-President of Enrolment Management and International, Mount Saint Vincent University
Jean-Guy Ouellette, Vice-recteur adjoint à l'enseignement et à la recherche, Université de Moncton

Appointed by the MPHEC:

Louise Boudreau, Acting Assistant Deputy Minister, Department of Post-Secondary Education, Training and Labour
Greg Ells, Director, Universities and Colleges, Department of Education
Gordon MacInnis, Vice-President Finance and Administration, Cape Breton University (Chair)

AAU-MPHEC Quality Assurance Monitoring Committee

Appointed by the AAU:

Henry Cowan, New Brunswick
Ivan Dowling, Prince Edward Island
Bernard Nadeau, New Brunswick
Don Wells, Nova Scotia

Appointed by the MPHEC:

Colette Landry Martin, New Brunswick
Sam Scully, Nova Scotia (Chair)

MPHEC Finance Committee

Louise Boudreau, Acting Assistant Deputy Minister, Department of Post-Secondary Education, Training and Labour
Susan MacKenzie, Acting Director, Higher Education and Corporate Services
Wayne Doggett, Senior Executive Director, Higher Education, Department of Education
Gordon MacInnis, Vice-President Finance and Administration, Cape Breton University (Chair)
Bill McLeod, Public-at-Large Member
David Stewart, Vice-President Administration, Mount Allison University

NB/MPHEC Finance Working Group

Louise Boudreau, Acting Assistant Deputy Minister, Department of Post-Secondary Education, Training and Labour
Mireille Duguay, Chief Executive Officer, MPHEC (Chair)
Lyne Paquet, Executive Director of Corporate Services, Department of Post-Secondary Education, Training and Labour
Lisa Robichaud, Director of Finance and Information Technology, MPHEC

NB/PEI Educational Computer Network Board of Directors

Robert Campbell, President, Mount Allison University
Yvon Fontaine, Recteur, Université de Moncton
Michael Higgins, President and Vice-Chancellor, St. Thomas University
Wade MacLauchlan, President and Vice-Chancellor, University of Prince Edward Island (Chair)
John MacLaughlin, President and Vice-Chancellor, University of New Brunswick
Brian McMillan, President, Holland College
Robert Whitney, Acting Executive Director, Maritime College of Forest Technology

NB/PEI Educational Computer Network Technical Committee

Rachael Anderson, Clerk Accounting and Business Support, MPHEC
Helmut Becker, Director, Mount Allison University
Jim Bowen, Instructor, Maritime College of Forest Technology
David Cairns, Director, University of Prince Edward Island
Rob Doley, Director, St. Thomas University
André Lee, Directeur, Université de Moncton, Campus de Moncton
Richard MacDonald, Manager, Holland College
Lori MacMullen, Associate Vice-President, University of New Brunswick

AD HOC COMMITTEES

Working Group - Student Outcomes to Assist the MPHEC Develop Statistical Measures of Student and Graduate Outcomes

Averlyn Pedro, Coordinator of Institutional Research and Analysis, University of New Brunswick
Elizabeth Lane, Director of Institutional Analysis and Research, Dalhousie University
Garry Hansen, Director of Institutional Research, St. Thomas University
Tara Moorehead, Awards and Academic Services Coordinator, University of Kings College
Wayne Paquet, Registrar, Nova Scotia Agricultural College
Yuqin Gong, Institutional Research Officer, University of Prince Edward Island

APPENDIX 3

MARITIME PROVINCES HIGHER EDUCATION COMMISSION

LIST OF PLANNED DELIVERABLES

Objective	Duty Supported	Action/Deliverable	Timeline
(1) Provide assurances that programs developed by institutions within the MPHEC's scope meet agreed-upon quality criteria (2) Confirm that institutions within the MPHEC's scope have appropriate policies and practices to ensure the ongoing quality of their programs	Quality Assurance/Data and Information	Assess new, modified and terminated programs through the Commission's program approval process	Ongoing
		Assessment of the effectiveness and benefits of articulated programs	Underway, 09-10
		Expand the Maritime Degree Level Qualification Framework to cover credentials below a bachelor	Tentative
		Review and develop policies related to Quality Assurance	Ongoing
		Workshops on program proposal writing (for institutions)	TBD
		Follow-up on programs approved by the Commission with conditions	Annually
		Publish a Program Profile (web-based)	TBD
		Assessment of institutional quality assurance policies and procedures (an assessment report is prepared for every institution participating in the process; all published report s are on our website)	First cycle of monitoring to be completed by March 2009 To be followed by an assessment of the Commission's approach
		Discussion paper related to quality assurance practices	Tentative 08-09; 09-10
		Review the Commission's Quality Assurance Policy	Every 2-3 years Next 09-10
		Participation on behalf of the Maritime Provinces on the CMEC's Pancanadian Committee on Quality Assurance	Ongoing
(3) Collect, store and maintain quality, comprehensive and relevant information across all mandated functions (4) Devise data and information products providing stakeholders with value, across all mandated functions	Data and Information	PSIS data collected	Annually
		MPHEC Stats database (incorporating PSIS data) maintained and cleaned	Ongoing
		UCASS data updated (data from Statistics Canada)	Annually
		Transfer to CIP coding	Ongoing
		PSIS output validation tool (update and support)	Ongoing
		Maritime pre-screener (update and support)	Ongoing
		Audit table (update and support)	Annually
		Upgrade and maintain secure data transfer application (FTP)	Ongoing
		Upgrade and maintain data import application (loading data files into SQL server)	Ongoing
		Upgrade and maintain reports and reporting tools	Ongoing
		Defining and developing a methodology to track student pathways (using PSIS data) (includes year of study, student persistence, etc.) (will be used in funding formulae and possibly research)	Underway

Continued...

Objective	Duty Supported	Action/Deliverable	Timeline
(3) Collect, store and maintain quality, comprehensive and relevant information across all mandated functions (4) Devise data and information products providing stakeholders with value, across all mandated functions		Enrolment, FTE, WFTE, reports released	Annually
		Review and update of data in the program Information Database System (PIDS)	Ongoing
		Review current program proposal databases (Databrowse, Log of proposals, Access proposal database (PIDS)) for usability and devised a process to link program approval to PIDS	Underway
		Tuition fee data collected annually via survey of institutions	Annually
		Monitoring security and confidentiality policies and procedures	Ongoing
		Faculty recruitment and retention (update of data tables)	Statistics updated annually since 2007
		Graduate Follow-up Survey - Class of 2003 in 2008 Funding secured for data collection only	Underway; Field fall '08 Release 09-10
		Graduate Follow-up Survey - Class of 2007 in 2009 Depends on securing funding from the provinces	Field Fall '09 Release 10-11
		Graduate Follow-up Survey - Trend analysis of key variables	TBD
		Measuring quality in post-secondary education: development of statistical comparators/measures/ indicators This project will develop sets of measures, each set informing a single policy theme under the umbrella of student progress and outcomes. In this series will be included the themes of: • Participation, • Student persistence, • Graduation/completion, and • Course success/failure. The deliverables for each set/theme noted above will be: • A technical/methodological paper, • A policy analysis of the measures, and • Annually updated measures for the website.	Initiated 08-09; underway First set of measures – participation rate anticipated release fall 2008
		Shifting enrolment landscape (updated selected statistics)	Annually
		Catalogue survey efforts at individual institutions and within provinces. The outcome of this project is a catalogue of recent, ongoing and planned survey projects within individual Maritime institutions, within the provincial departments of education, and departments responsible for post-secondary education. The purpose of this project is to identify areas of potential overlap with proposed/planned Commission projects in order to minimize duplication of effort/reduce survey fatigue. The catalogue would also be useful to stakeholders, particularly those who may be looking for ways to collaborate with other organizations	Fall 2008

Continued...

Objective	Duty Supported	Action/Deliverable	Timeline
(3) Collect, store and maintain quality, comprehensive and relevant information across all mandated functions (4) Devise data and information products providing stakeholders with value, across all mandated functions		R & D Funding in Atlantic Universities (updated tables)	Annually
		Student participation and retention (new proposed large scale study; proposal to be developed) Component 1 - Development of methodology, assumptions to calculate student retention/progression/pathways and subsequent preparation of report/study Although initially deferred due to the CAMET funded project underway on this topic (and desire to avoid duplication), this work has now been folded into the project to measure student progress and outcomes (see above) The work in this new context enhances, and does not overlap the CAMET project.	N/A
		Expansion of published PSIS outputs (more data available online in various formats)	Ongoing
		Provide support to institutions (PSIS)	Ongoing
		Provide timely responses to *ad hoc* requests/inquiries for data output	Ongoing
		Presentations to government officials in each province of recent trends in Post-Secondary Education (suggested)	As required
		Other issues are explored as required	TBD
		Design/develop technical infrastructure to assist/improve efficiency of ad hoc requests (analysis services)	Underway
		Public investment in Maritime universities - Research project to examine funding/expenditure trends	Under consideration
(5) Increase awareness of, and dialogue on, Maritime Post-Secondary Education issues and opportunities, both in the Maritimes and nationally (6) Promote and facilitate cooperation within the Maritimes and with other provinces and external partners (such as the Council of Ministers of Education and Statistics Canada), which includes facilitating and promoting cost-effectiveness of, and accessibility to, the broadest range possible of programs	Cooperative Action/Data and Information/ Regional Programs	Organize symposium/workshop/forum/conference as issues required	As required
		Meetings with Registrars	Annually at a minimum
		Administration of NB/PEI ECN (support to Board and Technical Committee; prepare audited financial statements; prepare administrative budget and ensure adherence; pay invoices)	Ongoing
		Liaison with Statistics Canada (PSIS)	Ongoing
		Liaison and consultation with stakeholders (institutions, students and faculty associations, AAU and government), through formal and informal discussions/meetings to: • inform development and review of the Commission's research agenda and other Commission activities/policies; • identify external sources of data/information and expertise available for use in collaborative research projects • present the results of research funding	Ongoing
		Distribution of program proposals (under quality assurance)	Ongoing
		Commission meetings held on institutional campuses	5-6 times/year

Continued...

Objective	Duty Supported	Action/Deliverable	Timeline
(5) Increase awareness of, and dialogue on, Maritime Post-Secondary Education issues and opportunities, both in the Maritimes and nationally (6) Promote and facilitate cooperation within the Maritimes and with other provinces and external partners (such as the Council of Ministers of Education and Statistics Canada), which includes facilitating and promoting cost-effectiveness of, and accessibility to, the broadest range possible of programs	Cooperative Action/Data and Information/ Regional Programs	Staff participation in various (regional and elsewhere) committees, associations, events (National Advisory Committee on Postsecondary statistics (Statistics Canada); Pan Canadian Committee on Quality Assurance; AAUFO Financial Reporting Committee; INQAAHE; Pan Canadian Consortium on Admissions and Transfer; CIRPA; AARAO; SMC (Strategic Management Committee under CMEC); ASN; Etc.;	Ongoing
		Develop/expand audience for MPHEC research products	Ongoing
		Liaison with CMP/CAP	Ongoing
		Assist provincial government(s) in developing K-12 identifier compatible with PSIS	Under consideration
		Communication plan devised for individual data products	Ongoing
		Identification of regional programs (through the program approval process)	Ongoing
		Administration of the Regional Transfer Arrangement	Annually
		Administration and modification, as required, of interprovincial agreements (NB-Québec; tripartite agreement; NB-NFLD; NFLD-NS; etc.)	Ongoing
		Administration of Official Languages in Education (NB)	Ongoing
		Regional coordination of university distance education broadcasts on ASN	Quarterly
		Linkage with Atlantic Advisory Committee on Health Human Resources	Ongoing
		Assessment of the effectiveness and benefits of articulated programs Data collection is nearly complete (one institution remaining); second phase may be delayed due to lack of good data and limited MPHEC resources	Underway
(7) Provide advice and services to the Provinces, as requested		Provide FTE/WFTE counts to generate 3 years average of WFTE for funding purposes (NB only)	Annually
		Request and review submissions of three-year capital projections, and develop recommendations; subsequently administer (NB)	Annually
		Participate in various provincial committees/task forces	Ongoing
		Manage various reserves	Ongoing
		Participate in NB Public Accounts/Estimates	Annually
		Monitor accumulated deficits (institutions) (NB only)	Currently suspended/ under review
		Assist NB in preparing and analyzing various budget scenarios for annual post-secondary funding allocation	Annually
		Administration and distribution of approved funding (NB and PEI)	Ongoing
Continued...		Administration and distribution of special projects funding (NB)	Ongoing

Objective	Duty Supported	Action/Deliverable	Timeline
(7) Provide advice and services to the Provinces, as requested		Update policies for the administration of NB resources (NB)	Ongoing
		Respond to ad hoc requests for financial information and analysis	Ongoing
		Assess program proposals under the New Brunswick Degree Granting Act (cost recovery activity)	As required
		Assess institutions under the New Brunswick Degree Granting Act (cost recovery activity)	As required
		Assess programs and institutions under the Nova Scotia Degree Granting Act	Details under consideration
		Review, and modify as required, the documentation related to assessments under provincial degree granting acts	Ongoing
		Provide NB and NS with list of approved programs	Ongoing
		Monitor the methodology and calculate the components of the Nova Scotia Funding Formula using PSIS	Annually
(8) Ensure the effective and efficient management of Commission resources (corporate objective)		Evaluation, modifications as required, and documentation of the Commission's organizational structure/policy and operational framework	Ongoing
		Provide audited financial statements	Annually
		Administer Commission's base budget	Ongoing
		Budget submissions	Annually
		Ensure accuracy of financial information/documentation	Ongoing
		Documentation of MPHEC Data Management System	Ongoing
		Support to Commission in its activities as a board	Ongoing
		Support to Committee proceedings	Ongoing
		Meeting with Ministers and Deputy Ministers	Ongoing
		Maintain and upgrade IT infrastructure (LAN, FTP server, DNS server, Web server, Email server, PCs, database server, file server applications, VPN etc)	Ongoing
		Submit Annual Report	Annually
		Regular update of web site (redeployment fall 2008)	Ongoing
		Management of human resources	Ongoing
		Ensure security of the IT infrastructure and data	Ongoing
		Documentation of security policies and procedures	Ongoing
		Maintain and improve backup and disaster recovery procedures	Ongoing

MARITIME PROVINCES HIGHER EDUCATION COMMISSION

RESOURCE PLAN FOR THE MULTI-YEAR BUSINESS PLAN

	Planning Period		
	2009-10	**2010-11**	**2011-12**
Revenue			
Provincial contributions			
Base Funding (1,2,3)			
NB (41%)	620,506	637,639	655,544
NS (51.4%)	777,903	799,382	821,828
PE (7.6%)	115,021	118,197	121,515
Total salaries and benefits	1,513,430	1,555,218	1,598,887
Other			
NB Contribution (4)	40,000	40,000	40,000
Special projects/other	TBD	TBD	TBD
Total Other	40,000	40,000	40,000
Total Revenue	1,553,430	1,595,218	1,638,887
Expenditures			
Salaries and benefits, including special payment for pension (1)	1,008,521	1,038,928	1,070,217
Operating Costs (2)	354,909	366,290	378,670
GFU (3)	150,000	150,000	150,000
NB contribution (4)	40,000	40,000	40,000
Special projects/other	TBD	TBD	TBD
Total Expenditures	1,553,430	1,595,218	1,638,887

(1) Salaries and benefits increased by 2.9% annually, as per normal CAP guidelines; 2009-10 amount includes special payment of $66,900 to mitigate the solvency deficiency of the CAP pension plan (amount known, as per CAP). Special payment estimated to increase by 2.9% annually in the following two years.

(2) Increased to meet actual projected expenditures relating to non-discretionary items and mission-critical MPHEC services. Specifically:

Staff travel and training: Increases are requested due to actual increases in the cost to travel (mileage, per diem, lodging etc.), as well as increased consultation and cooperation across all mandated functions.

Equipment and furnishings: The requested increase is necessary due to a need to update equipment, both at the PC and server level, as the Commission is an extremely IT-intense office. The formula used by the MPHEC to determine the annual funding required is based on a technology refresh cycle (both PC and server-level) of 3 years, as per industry standards. Specifically, the MPHEC technology refresh cycle formula is: (# WS/3 * $2,500) + (# servers * $5,000) + $5,000 (software).

Committees: Increases are requested due to increased costs for travel expenses as well as increased consultation across all mandated functions (i.e. new MPHEC Working Group for the Measures project).

Conferences and workshops: An increase is requested in order to allow the Commission to offer two conference-type events annually. The Commission's legislated mandate stipulates that it is to stimulate dialogue and cooperation in the region on key issues - perhaps the area in which the Commission is the least active in terms of its legislated mandate at this time, due to its resources. This is one area where the Commission needs to do more if it is to fulfill its legislated mandate.

Approximately half of the requested increase relates to the provision of simultaneous translation to participants, as the Commission is a bilingual organization.

(3) An amount of $150,000 is requested to be added to base funding for the Graduate Follow-Up (GFU) Survey Program. This program is the flagship of the Commission's research agenda. It is one of the rare objective data sources available to decision-makers and is extremely vulnerable when funded through annual requests. A recent example is that the Commission has only been able to perform the data collection component of the current GFU survey, Class of 2003 in 2008, as funding is not yet in place to perform the analysis of the data.

(4) Additional funding received from PNB annually, in excess of its contribution to the MPHEC Administration budget, to cover the additional services provided by the MPHEC in the area of university funding.

MARITIME PROVINCES HIGHER EDUCATION COMMISSION

MPHEC RESEARCH PROGRAM
September 2008

Description and Current Status

Item	Description	Status
Basic Data Analysis	Continue to collect data (PSIS*, tuition fees, UCASS, CAUBO, etc), prepare statistical tables, run numbers to support funding formulas, answer ad-hoc requests for data.	• **ONGOING FUNCTION**
Development of Student Outcome Measures/ Common Data Set	This project will develop sets of measures, each set informing a single policy theme under the umbrella of student progress and outcomes. In this series will be included the themes of: • Participation, • Student persistence, • Graduation/completion, and • Course success/failure. The development of these measures is in part a response to a rising demand among the Commission's stakeholders for enhanced standardized statistics informing key questions about the postsecondary sector. The measures draw on the longitudinal characteristics of the PSIS data base, as well as its capacity to track individual students over time, at the resolution of the course level.	• **UNDERWAY** Participation rates – anticipated release in late fall 2008.
Catalogue survey efforts at individual institutions and within provinces	This outcome of this project is a catalogue of recent, ongoing and planned survey projects within individual Maritime institutions, within the provincial departments of education, and departments responsible for post-secondary education. The purpose of this project is to identify areas of potential overlap with proposed/planned Commission projects in order to minimize duplication of effort/reduce survey fatigue. The catalogue would also be useful to stakeholders, particularly those who may be looking for ways to collaborate with other organizations.	• **UNDERWAY** Surveys conducted spring/summer 2008; information compiled and scheduled for release fall 2008
Graduate Follow-up Survey Class of 2003 in 2008	Part of MPHEC's ongoing survey program; *at the time of writing, external funding from the provinces had been secured for data collection only.*	• **UNDERWAY** Field (telephone survey) to occur September/October 2008; Report release anticipated late spring 2009 if funding obtained
Review of Articulated Programs (under Academic Advisory Committee)	The Commission was instrumental in introducing articulated programs in the Maritime region, approving its first articulated program in 1996, and as such is committed to assessing this new degree structure to determine whether students are well served by it. This review is made up of two phases: the first involves collecting graduate and student outcome data from each institution; the second involves interviewing relevant individuals at each institution.	• **UNDERWAY** Data collection is nearly complete (one institution remaining); second phase may be delayed due to lack of good data and limited MPHEC resources
Graduate Follow-up Survey Class of 2007 in 2009	Part of MPHEC's ongoing survey program; unique in that a major part of this graduating class will have been surveyed in the recently completed Class of 2007 project; in addition to usual survey objectives, will add comparing student intentions to outcomes; *depends on securing funding.*	• **HIGH PRIORITY** Questionnaire to undergo review; RFP to be released April/May 2009; field (telephone survey) to occur September/October 2009

Item	Description	Status
Public Investment in Maritime Universities	Originally proposed as a report which would explore trends in university revenue/ expenditures; does not seem to be significant demand at this time.	• **LOW PRIORITY** Could be addressed by production of a suite of statistical tables for posting on the web
Survey of First Year Students with Follow-up in Second Year	This would be a web-based survey, designed to determine reasons for attending, long-term plans, satisfaction; second year follow-up would compare drop-outs with those who remained – reasons behind attrition; could also look at reasons behind transfers – would complement CAMET's Mobility and Retention project. *Depends on external funding.*	• **MEDIUM PRIORITY** Work would begin in 2008